

Unit B — Food (Unité B — La nourriture)

Overview

This unit is all about food — both eating it and preparing it. The unit builds up to a traditional French recipe — “*Le pain perdu*” (“French toast”) — which you could make with the class if you have cooking facilities at your school. Children will also learn the names of some foods, including fruit and veg, cutlery and cooking ingredients. They will learn how to say which foods they like and dislike, and to say what they are eating.

Useful Prior Knowledge	New Language Content
- Greetings for use in role play <i>ne... pas</i> - Numbers and colours for some of the activities	 - Naming common foods - Expressing likes and dislikes - Saying what they are eating - Naming cutlery - Saying what they would like to have - Understanding cooking instructions

Target Learning Outcomes:

Listening: L1b(i) **Speaking:** S1c(iv), S1f, S1g, S1o, S2c **Reading:** R1b(i), R1b(ii), R1g(ii) **Writing:** W1j

Expectations

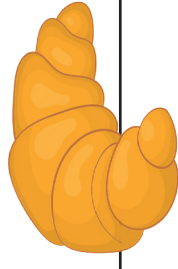
By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
- Give a spoken response to a simple written question using a single word answer. - Pronounce some common letter strings correctly. - Give an opinion in French with a visual prompt. - Repeat a couple of sentences, including talking about what they would like, using the first person. - Copy the main vocabulary with some mistakes.	- Give a full sentence spoken answer to a written question. - Begin to understand how French sounds are represented in writing and audio, and pronounce vocabulary accurately. - Ask and answer questions, including asking for and giving opinions. - Say what they would like, using a common verb in the first person. - Be able to prepare and recite a few sentences using vocabulary from the unit. - Write some vocabulary from memory.	- Say some sentences from memory in response to a written question. - Pronounce new vocabulary with ease. - Ask and answer questions competently, giving opinions in full sentences. - Say what they would like, using correct French sentences in the first person. - Prepare a number of sentences and recite them using accurate pronunciation and intonation. - Write most of the main vocabulary from memory.

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Weekly Plan

- The first column lists the **language content** of the lesson.
- The second column identifies '**Key Activities**' for your main lesson — these activities focus on developing the key skills needed to fulfil the unit's target learning outcomes. They include teaching activities and games from the Lesson Packs, activities based on printable resources and physical classroom activities.
- The '**Lesson Notes**' column contains useful notes on any tricky grammar issues in the lesson.
- The last column suggests '**Additional Activities**' that you might want to try — either in your main lesson or at other times during the week. These activities may take children beyond the target learning outcomes for the unit.
- In the Lesson Pack, you'll also find **printable word lists** for each lesson and transcripts of the **song lyrics** and **story texts**.



WEEK 1		Lesson Pack 1: Food Leçon 1: La nourriture	
Language Content	Key Activities	Lesson Notes	Additional Activities
Vocabulary: <i>une glace</i> <i>un gâteau</i> <i>des chips (f)</i> <i>un chou</i> <i>des petits pois (m)</i> <i>un poisson</i> Question and Answer: <i>Qu'est-ce que c'est?</i> What is it? <i>C'est... / Ce sont...</i> It's... / They're...	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Find It! • <u>Lesson:</u> Question and Answer • <u>Lesson:</u> Song: 'La nourriture' • <u>Printable:</u> Flashcards Hold up one picture Flashcard at a time and get pupils to write down the word for that item in French. • <u>Printable:</u> Worksheet	This song is a simple rap that should appeal to those children in your class who aren't very keen on singing. The Lesson Pack introduces the French for a few common foods, including some words that the children might recognise. • "<i>Qu'est-ce que c'est?</i>" — this question is very useful. • "<i>C'est</i>" means "it's", but if you're talking about something that's plural, you need to use "<i>ce sont</i>" which means "they're".	• <u>Classroom Activity:</u> Split the class into groups. Give each group a pot of modelling clay. Each member of the group takes a turn to try and mould the clay into the shape of one of the items of vocabulary. The other team members have to try to guess what it is in French. • <u>Classroom Activity:</u> The children in your class may recognise "<i>gâteau</i>" and "<i>petits pois</i>", since they're used in English too. Ask your class to think of other French food names that we use in English. Obvious ones include "<i>baguette</i>", "<i>croissant</i>", and "<i>pain au chocolat</i>". They may not have heard of "<i>brioche</i>" or "<i>crêpe</i>", and there are some they might not recognise as French, e.g. "<i>mousse</i>" and "<i>omelette</i>".

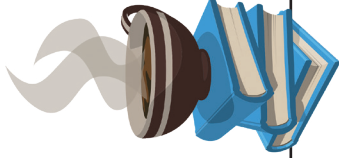
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Lesson Pack 2: I like to eat... Leçon 2: J'aime manger...			
WEEK 2	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>les pommes (f)</i> the apples <i>les fraises (f)</i> the strawberries <i>les tomates (f)</i> the tomatoes <i>les carottes (f)</i> the carrots <i>les bananes (f)</i> the bananas <i>les poires (f)</i> the pears <i>les pommes de terre (f)</i> the potatoes <i>les cerises (f)</i> the cherries <i>les raisins (m)</i> the grapes <u>Question and Answer:</u> <i>Tu aimes...?</i> Do you like...? Oui, j'aime... Yes, I like... Non, je n'aime pas... No, I don't like... 	<u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Collect pictures or photographs of different fruits and vegetables. Distribute them and get pupils to ask each other whether they like them or not. Encourage them to form complete sentences in response, for example, "<i>Je n'aime pas les cerises.</i>" <u>Printable:</u> Worksheet	<u>Additional Activities</u> <u>Printable: Flashcards</u> <u>Classroom Activity:</u> Ask the children to work in groups to make a wall display about foods they like and dislike. They can look up extra food vocabulary using a French dictionary. <u>Classroom Activity:</u> Print out some large pictures of different foods using the Flashcards and stick them to different areas in the playground. Call out "<i>J'aime...</i>" and the name of a food. The pupils run to the part of the playground which has the matching food. You could also ask the children to take it in turns to call out the sentence.

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WEEK 3	Lesson Pack 3: What are you eating? Leçon 3: Qu'est-ce que tu manges?	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>un sandwich</i> <i>des frites (f)</i> <i>du chocolat</i> <i>de la pizza</i> <i>des spaghetti (m)</i> <i>du fromage</i> <i>du poulet</i> <i>du riz</i> <u>Question and Answer:</u> <i>Qu'est-ce que tu manges?</i> What are you eating? <i>Je mange...</i> I'm eating...	<u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Write the question "<i>Qu'est-ce que tu manges?</i>" ("What are you eating?") on the board, and get pupils to respond with a spoken sentence in French. <u>Printable:</u> Worksheet	This Lesson Pack introduces children to some more foods and how to say what they're eating. - Some of the items of food include some form of "de" — which means "some". It's the same principle as in English — you don't usually say "I'm eating a cheese". "De" changes depending on the gender of the noun — "du" if it's masculine, "de la" if it's feminine and "des" for plurals. "Les frites" ("the chips") is a feminine plural noun — you need to know this if you want to add an adjective to it, as the adjective must agree with the noun. "Les spaghetti" ("the spaghetti") is a masculine plural noun — it's always plural in French, unlike in English. "Je mange" can mean "I'm eating" or "I eat" — there's no difference in French.	<u>Printable: Flashcards</u> <u>Classroom Activity:</u> More able children could build on what they've learnt in the Lesson Pack by describing pictures of male/female characters eating. They could say "<i>Il mange x.</i>" or "<i>Elle mange x.</i>" <u>Classroom Activity:</u> Hand out pictures from magazines, leaflets or the internet, of different people eating a variety of foods. Write "<i>Qu'est-ce que tu manges?</i>" ("What are you eating?") on the board, then ask the children to write what they think that the person in their picture could be saying, for example "<i>Je mange du poulet.</i>" ("I'm eating some chicken."). You could even get them to write the words in speech bubbles and stick them onto the picture.

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Lesson Pack 4: Cutlery Leçon 4: Les couverts			
WEEK 4	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>un couteau</i> a knife <i>une fourchette</i> a fork <i>une cuillère à soupe</i> a tablespoon <i>une cuillère à café</i> a teaspoon <i>un bol</i> a bowl <i>une poêle</i> a frying pan <i>un verre</i> a glass <i>une tasse</i> a cup <u>Question and Answer:</u> <i>Qu'est-ce que c'est?</i> What is it? C'est... It's... 	<u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer <u>Phonics Lesson:</u> Use the 'Alphabet' PowerPoint from the Phonics Lesson Pack to familiarise pupils with the French alphabet. Ask pupils to read the letters aloud, and identify any that sound the same as, or different to, English letters. <u>Phonics Lesson:</u> Look at the 'More Vowels' PowerPoint from the Phonics Lesson Pack to see how some letter strings are pronounced. Focus on the 'ui' and 'ou' phonemes as they appear in this lesson. Get pupils to read the words on screen aloud to practise their pronunciation. <u>Printable:</u> Worksheet	<u>Lesson Notes</u> This Lesson Pack introduces some useful kitchen vocabulary. • "<i>Qu'est-ce que...?</i>" means "What...?". • In French you say "coffee spoon" ("<i>une cuillère à café</i>") rather than "teaspoon". • In French, "<i>une cuillère à soupe</i>" ("a soup spoon") is a tablespoon. <u>Additional Activities</u> • <u>Printable: Flashcards</u> • <u>Classroom Activity:</u> Hold up different items of cutlery to the class and ask them to call out what they are in French. • <u>Classroom Activity:</u> Now hold up pictures of different coloured cutlery to the class and ask them to call out what the pictures are showing in French. This time ask the children to describe the items using colours. For example, "<i>C'est un couteau vert.</i>" — basic colours are in Unit Core 2, Lesson Pack 2. Adjectives agree with the noun that they describe, so if you want to say "a green cup" you have to say "<i>une tasse verte</i>".

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WEEK 5	Lesson Pack 5: Ingredients Leçon 5: Les ingrédients		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>les œufs (m)</i> the eggs <i>le lait</i> the milk <i>le sucre</i> the sugar <i>le pain</i> the bread <i>le beurre</i> the butter <i>la cannelle en poudre</i> the ground cinnamon	<u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Use the Question and Answer lesson to help pupils prepare some sentences, and then set up a pretend shop in class. The 'shopkeeper' should say "<i>Qu'est-ce que vous désirez?</i>" ("What would you like?") and the 'customer' can use the sentences that they have prepared, e.g. "<i>Je voudrais du beurre, s'il vous plaît.</i>" ("I would like some butter, please.") to reply. <u>Printable:</u> Worksheet	These ingredients will come in handy when you read the recipe with the children in Lesson Pack 6. - It's "<i>un œuf</i>" — it's a masculine noun, so any adjectives that you use with it also have to be masculine. "<i>Désirez</i>" comes from the verb "<i>désirer</i>". It means "to want" — it's a synonym for "<i>vouloir</i>". "<i>Je voudrais</i>" means "I would like" and it's a very useful phrase to learn. - This Lesson Pack includes some of the different words for "some". This is because "<i>de</i>" changes depending on the gender of the noun — "<i>du</i>" if it's masculine, "<i>de la</i>" if it's feminine and "<i>des</i>" for plurals.	<u>Printable:</u> Flashcards <u>Classroom Activity:</u> If setting up a shop isn't practical, get the pupils to work in groups to write and act out a short role-play. One of them will be the shopkeeper and the others will be customers who want to buy baking ingredients. Encourage them to use any vocabulary that they can remember from other lessons too, e.g. "<i>bonjour</i>", "<i>merci</i>" and "<i>au revoir</i>". <u>Classroom Language Lesson:</u> The 'Useful Little Words — Vocab' PowerPoint from the Classroom Language Lesson Pack contains several helpful words that might be useful in this Lesson Pack, including "<i>s'il vous plaît</i>" ("please"), "<i>merci</i>" ("thank you"), "<i>excusez-moi</i>" ("excuse me") and "<i>génial</i>" ("great"). <u>Classroom Activity:</u> Ask the children to think of some things that they could cook using some of the ingredients from this Lesson Pack. They could also use the internet to look for some recipes that include these ingredients.



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WEEK 6		Lesson Pack 6: French toast Leçon 6: Le pain perdu		
Language Content	Key Activities	Lesson Notes	Additional Activities	
<u>Vocabulary:</u> <i>mélanger</i> <i>tremper</i> <i>mettre</i> <i>faire cuire</i> <i>saupoudrer</i>	<u>Revision Activity:</u> In preparation for the recipe in this Lesson Pack, recap the ingredients in Lesson Pack 5. Use the printable Flashcards to check that pupils know what each of the ingredients is in French. <u>Lesson:</u> Vocab <u>Lesson:</u> Story: 'Le pain perdu' <u>Printable:</u> Worksheet and Story Quiz <u>Classroom Activity:</u> Try making "le pain perdu" ("French toast") using the recipe. See how many of the instructions pupils can follow.	Making French toast with the children could be a fun way to end the unit. - The verbs in this recipe are written in their infinitive form e.g. "<i>Mettre le beurre...</i>" ("Put the butter...") — this is one way to give instructions in a recipe. You could also use the imperative form — "<i>mettez</i>" (see the 'In the Classroom' — Vocab Part 2' PowerPoint from the Classroom Language Lesson Pack for more examples of imperatives). - When you want to say "some sugar" in French, you say "<i>du sucre</i>", but when you're using a specific quantity, e.g. "<i>une cuillère à soupe de sucre</i>" (one tablespoon of sugar), or "<i>quatre tranches de pain</i>" (four slices of bread) you just use "<i>de</i>". - It's "<i>une poêle chaude</i>" (a hot frying pan) — "<i>une poêle</i>" is feminine, so "<i>chaud</i>" needs an "e" to make it feminine too.	<u>Printable:</u> Flashcards <u>Classroom Activity:</u> Get the pupils to draw a pizza with their favourite toppings. Ask them to look up the French words for their toppings and to label the picture. Then let them decorate a real pizza base with their toppings of choice.	
WHOLE UNIT ACTIVITIES		"<i>La Salade de fruits</i>" ("Fruit Salad") — Think of four fruits. Allocate each child one of the fruits and seat them in a circle. Then call out one of the fruits (in French) — all of the children who've been given that fruit must swap places. You can also say "<i>Salade de fruits</i>", which means that they all change places. You could also get the pupils to take it in turns to call out the fruits. "<i>Jacques a dit</i>" ("Simon Says") — Make up actions to match the cooking vocabulary from the story and use these actions to play a cookery version of "<i>Jacques a dit</i>". - Have a French style "<i>goûter</i>" (an afternoon snack most commonly associated with children) or "<i>un petit déjeuner</i>" ("breakfast"). You could bring in some French foods like pains <i>au chocolat</i>, <i>croissants</i> or <i>crêpes</i> with jam or chocolate spread. You could also make the <i>pain perdu</i> from Lesson Pack 6 for the children to try. Encourage children to ask for things in French ("<i>Je voudrais une cuillère à café, s'il vous plaît.</i>")		